ENGLISH

FOR SECONDARY SCHOOL

1

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AMADEKAR

Ev pirtûk ji aliyê Komîteya Ingilîzî ve hatiye amadekirin.

LÊVEGER

- Komîteya Şopandinê

- Komîteya Fotoşopê

- Komîteya Redekteyê

Ev pirtûk ji aliyê Saziya Minhacan ve, wek pirtûka wanedayînê, ji bo dibistanan hatiye pejirandin.

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UNIT 1

The Road to Success

Vocabulary List

ambitious (adj): having a strong desire to do or achieve something

intolerable (adj): too bad or severe to be accepted or tolerated

obstacle (n): something that makes it difficult to do something

suffer (v): to experience pain, illness or injury

rejection (n): the dismissing or refusal of a proposal or idea

disappointment (n): to make (something) unhappy by not being as good as expected

optimistic (adj): positive and hopeful about the future

If you are **ambitious** and have big dreams and goals that you have not yet achieved, then you will discover that there are many more difficulties on the road to success than the ones you expected to find. You might find that the pain you feel is **intolerable** and that life will be harder than it was before. If this is happening to you, then you don't need to worry. You just need to know more about the nature of the path you are taking so that you aren't surprised by what you'll encounter on your way to success. Before you start to fight for your goals, you should think in a very **optimistic** way. This is because you will face many **obstacles** on the path to success.

You must be optimistic to achieve your goals. The problem is that this positive energy is usually lost when an unexpected event happens. You may lose your motivation, or get depressed and give up. If you want to continue the journey to the end, then you must be aware of the price that you must pay in order to reach it. The successful people that you know weren’t born that way. You may think that those people never **suffered,** but the truth is that no one succeeds without overcoming obstacles. If you want to succeed, then be prepared for **rejection.**

It's pointless to feel bad if you are rejected, because in an imperfect world, good ideas are often rejected. If you are ambitious, you may be expecting more than you are going to get and become disappointed. You should not let **disappointment** upset you - it's just another thing you may see on your way to success.

You can't succeed without facing stress. If you want to achieve your goals, you must face some stress throughout your journey. Learn how to manage your stress and keep going. You will experience all these bad feelings – anger, pain, sadness, and grief – on the way to success. The road to success will not be easy.

- Discuss the following with your friends.

- How can we deal with rejection?
- What should you do if you are disappointed?
- How do you overcome stress?
- What should you do in order to achieve your goals?

Adjective Order

Adjectives are a way to make your language rich and colorful. However, there are rules for where you can put adjectives in a sentence.

Adjectives come in a specific order:

1. **Opinion or quality: wonderful, disgusting, amazing, terrible, nice**
2. **Size: big, little, enormous**
3. **Age: old, young, ancient**
4. **Shape: round, square, long**
5. **Color: red, black, rainbow**
6. **Origin: Kurdish, Syrian, Chinese, English**
7. **Material: cotton, wooden, leather, mud**

My uncle owns a **beautiful, big, brown Arabian** horse.

The workers lived in a **dirty old square** house.

Helen drives a **little red German** car.

We ate the **delicious, heart-shaped, pink and red chocolate** candies.

- Write the adjectives in the correct order.

white large

1. Please hand me that ___________ towel.

Arabic great

2. She cooked us some ______________ food.

tiny silver cute

3. My mother bought a _________________ spoon.

old terrible English

4. They kept singing that _______________ song.

new Italian leather black

5. He was wearing ________________ shoes.

ancient stone square huge

6. I marveled at the ________________ tablet in the museum.

UNIT 2

Cleanliness

Vocabulary List

tidy (adj): neatly arranged and in order

litter (v): to make a place untidy by leaving trash or objects on the ground

neat (adj): not messy; in order

citizen (n): a legally recognized member of a state or country

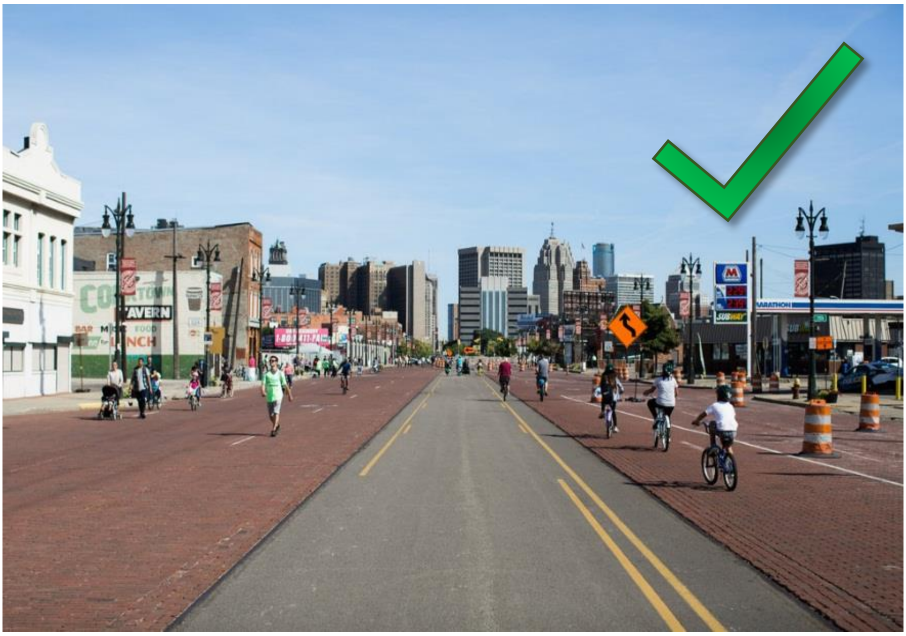
poverty (n): the state of being very poor

maintenance (n): preserving a condition or situation

Cleanliness means being physically clean and **tidy**. Cleanliness is a sign of politeness and makes us feel good. Keeping everything clean and tidy is a way of showing that you care about yourself, other people and the environment.

Cleanliness is a good habit; it keeps us happy physically and mentally. Cleanliness begins at home. The sign of cleanliness is a well-managed place, whether it is a home, workplace, school, college, government or private building, hotel, restaurant, airport, or a train station. Because of good **citizens**, government rules about **littering**, and a high education level, cleanliness is usually high in developed countries. The **maintenance** of cleanliness in any country depends on the education level, **poverty** level, and population of the country.

The most important thing for cleanliness is education, as good education can reduce the poverty level and provide relief from the strain of large populations. If the citizens of the country are educated, they can maintain cleanliness all through the country. We have to understand that our country is our home. As citizens of our country, we all are responsible for cleaning any dirty place we see. We should keep our roads, tourist places, historic sites, schools, colleges, and office buildings very **neat** and clean.



- Discuss the following with your friends.

- Why is it good to be clean?
- Why are developed countries clean?
- Why is education the most important thing for maintaining cleanliness?

Transitive and Intransitive Verbs

Verbs are **transitive** or **intransitive.** **Transitive** verbs are action verbs that are used with a direct object, and **intransitive** verbs have no direct object. Some verbs can be either transitive or intransitive.

Transitive verbs refer to the person or thing that is affected by the action of the verb. A good way to find out if there is a direct object is to ask the question "what?" or "whom?" after the verb. For example:

I **saw** the dog.

I **saw** what?

The dog.

If you can answer the questions "what?" or "whom?" with a noun, then the verb has a direct object.

They **laughed** loudly.

They laughed what?

Here, this question cannot be answered with a noun, therefore, there is no direct object.

verb **direct object**

The janitor **cleans** the **school** every day.

verb **direct object**

It is important to **maintain** a clean **home.**

Some verbs can be used with both a direct *and* indirect object.

verb **indirect object** **direct object**

I **brought** **Mrs. Smith** a **broom.**

verb **indirect object** **direct object**

Elizabeth **sent** her **father** a **letter.**

Here are some verbs that can be used with both a direct and indirect object:

give	**show**
make	**sell**
take	**leave**
buy	**pass**
offer	**send**

Intransitive verbs have no direct objects.

I **work** for his father.

We **spoke** for hours.

The verb "to be" is always intransitive:

I **am** a student.

The room **is** clean.

Some verbs can be either transitive or intransitive, depending on the sentence.

She **left** **Kobane** at 3 o'clock yesterday. (transitive)

She will **leave** early. (intransitive)

Here are some verbs that can be either transitive or intransitive, depending on the sentence:

move	**start**
close	**open**
stop	**do**
set	**run**
live	**write**

- Read the dialogue. In your notebook, write whether each sentence is transitive or intransitive.

Kevin: (1) Today we will clean our classroom. (2) Will you help me, Malva?

Malva: Sure. (3) Can you bring the broom? (4) I will wait for you.

Kevin: Ok. Here is the broom. We have enough soap and water.

Malva: (5) I agree. (6) Let's get started.

Kevin: (7) Wipe the tables and chairs with this cloth.

Malva: (8) Are we finished?

Kevin: Yes. (9) But don't sit down yet. (10) I will move these chairs. When the floor is dry I will move them back.

Malva: (11) Our classroom looks beautiful. We should do this every week.

Kevin: You're right. (12) A neat and clean classroom is good for all of the students here. It shows that we care about our school and our community.

UNIT 3

The Importance of Games and Sports

Vocabulary List

coordination (n): the ability to use different parts of the body together smoothly and efficiently

strategic (adj): relating to the achievement of long-term goals

motor skill (n): an action that uses muscles

compulsory (adj): required by a law or rule

reflex (n): an unconscious reaction to something; a reaction without thinking

lonely (adj): sad because of a lack of friends or company

teamwork (n): the combined action of a group

Games and sports are important parts of a student's life. A student should study hard to be successful, but games and sports are also good ways to improve oneself. Whether you play sports, board games, or video games, they all have benefits. Here are some benefits of games and sports:

- Games can boost your memory. Studies show that playing games can change the region of the brain responsible for memory.
- They can increase **coordination**. Games improve **motor skills** and hand-eye coordination. They can also help you develop faster **reflexes.**
- Games can reduce stress. Playing games is connected to reduced levels of stress and depression. They can keep your mind busy and let you forget about real-world problems for a short time. Games can also be a social activity, allowing **lonely** people to interact with others.
- They help your decision-making skills. Some games require you to make **strategic** decisions and train your mind to think fast about making choices.
- **Teamwork** is an essential part of many games. Games teach the ability to work together with others to achieve a common goal.

Bilind: I am going to the sports club, Fadi.

Fadi: What will you do there?

Bilind: I'll play tennis with my friend.

Fadi: Do you play tennis every day?

Bilind: Yes, it keeps my body fit and my mind fresh. Do you play any games, Fadi?

Fadi: Yes. I play cricket and football to keep my body fit and healthy.

Bilind: I think games are essential for good health.

Fadi: You are right, Bilind. Games are essential for everybody.

Bilind: But some people do not play any games or sports.

Fadi: I think games should be **compulsory** for students.

Bilind: I agree. After all, a healthy mind cannot live in an unhealthy body.

Fadi: You're right. It also works the other way around – an unhealthy mind cannot take care of a healthy body. If someone doesn't like sports that much, they can still play mental games like chess or dama. Those types of games can help keep your mind sharp.

Bilind: Yes. You are right. Oh, look at the time. I am late for my tennis game.

Fadi: Sorry to keep you. Have fun with your game. See you later.

Bilind: Goodbye.

- In your notebook, write a paragraph about your favorite game or sport. Answer the following questions:

- Why do you like it?
- Who do you play with?
- How do you think it benefits your health?

Modal Verbs

We use modal verbs to show the probability, or chance, of something happening. Modal verbs are also used to talk about ability, ask permission, and make offers.

You have probably studied some modal verbs before in your classes. Here are the nine modal verbs:

can	**could**	**may**
might	**shall**	**should**
will	**would**	**must**

Modals are different from other verbs. For example, they don't use an "s" for the third person singular. They are followed directly by the infinitive form (verb 1) of another verb. Here are the situations where we use modal verbs:

Probability:

Modals are used when we want to say how sure we are that something happened, is happening, or will happen – we call this probability, or chance. They are often used with the verb "to be". The modal verbs **must, might, could, may,** and **can't** are used with an infinitive verb.

- It's snowing, so it **must be** very cold outside.
- I don't know where Mohammed is. He **might be** at the sports club.
- If the weather is nice, I **may go** to the park later.

Ability:

Modals of ability use **can** and **could** to talk about a skill or ability.

- She **can speak** Kurdish very well.
- I **can't drive** a car.

Obligation and Advice:

The verbs **must** or **should** are used to talk about something that is required. **Should** is also used to give advice or make a suggestion.

- You **must come** to work at 8 o'clock every day.
- You **shouldn't throw** your trash on the ground.

Permission:

The modal verbs **can, could,** and **may** are used to ask for and give permission for something. It is also used to talk about something that is not allowed.

- **Can** I **go** to the bathroom, please?
- **Could** you **pass** me the salt?
- You **may not use** my car to go to Qamishlo.

Habits:

Will and **would** are used to talk about habits – things we usually do, or did in the past.

- We **would** often **go** to the cinema on Tuesdays.
- He **will** always **be** late.

- Choose the correct modal verb.

1. In football, players ______ not use their hands.

    a. would b. should c. can

2. Did you lose your keys? You _____ have left them in the kitchen.

    a. may b. can c. will

3. She ______ always play volleyball on Saturdays.

    a. would b. should c. can

4. The last time I saw him, he was at the stadium. He _________ still be there.

    a. would b. can c. must

5. If your muscles hurt when you play sports, you ________ try stretching before you exercise.

    a. might b. should c. would

6. ________ you please hand me my water bottle?

    a. could b. should c. might

7. The film starts in ten minutes. If you hurry, you _____ be able to arrive to the cinema on time.

    a. might b. would c. can

8. _____ I ask you a question?

    a. would b. will c. can

UNIT 4

Power of Nature: Earthquakes

Vocabulary List

crust (n): the top layer of something

shockwave (n): a change in pressure in the air caused by an explosion or an earthquake

noticeable (adj): easily seen or noticed; clear or apparent

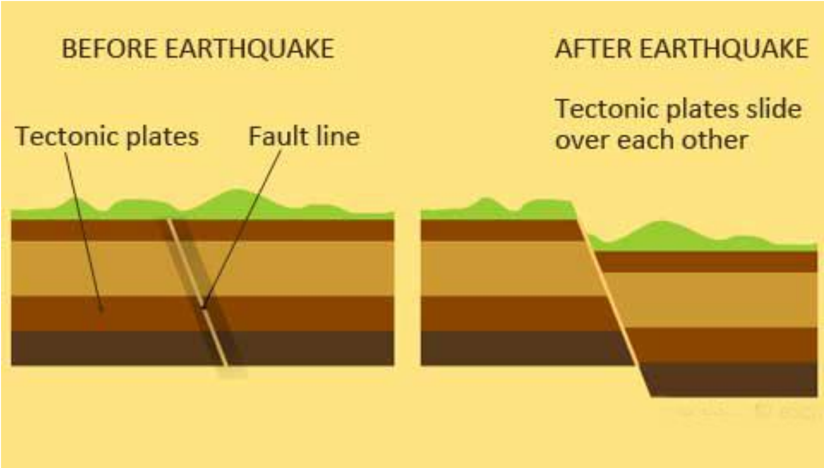
collapse (v): to suddenly fall down

landslide (n): the collapse of earth or rocks from a mountain or hill

tsunami (n): a large wave of water caused by an earthquake

Earthquakes happen when two large pieces of the Earth's **crust**, called tectonic plates, suddenly slip. This causes **shockwaves** to shake the surface of the Earth in the form of an earthquake.

Tectonic plates normally move very slowly and over a long period of time. Sometimes, however, the edges of the plates get stuck, but the plates keep moving. Pressure slowly starts to build up along the edges of the plates. Once the pressure is strong enough, the plates move suddenly, causing an earthquake.



Earthquakes fall on a scale, called the Moment Magnitude Scale, or MMS. The larger the number on the scale, the more powerful the earthquake is. Earthquakes that measure less than 3 on the scale aren't really **noticeable.**

Here are some examples of what may happen depending on the scale:

- 4.0: A 4.0 earthquake might shake your house as if a large truck were passing by. Some people may not even notice.
- 6.0: Things will fall off of shelves. In some houses, walls might crack and windows might break. Everyone near the center of this earthquake will feel its effects.
- 7.0: Weaker buildings will **collapse**. Cracks will open in bridges and on streets.
- 8.0: Many buildings and bridges will fall down. Large cracks will appear in the earth.
- 9.0+: An earthquake of 9.0 or higher will flatten entire cities and cause large-scale destruction.

Earthquakes by themselves are not deadly – rather, they cause many other deadly events. They cause buildings, bridges, and other structures to collapse. They can break gas and water pipes, causing fires and flooding. Sometimes the shaking is so violent that it can turn the earth into liquid, pulling houses and other buildings into the ground. They can cause **landslides**.

Earthquakes that happen in or near the ocean can also cause **tsunamis**. They are usually several meters high and are very deadly. They can flood and destroy entire cities. It can take many years for an area to recover from an earthquake. Poorer countries are more affected by earthquakes because of higher populations and fewer resources.

Because earthquakes happen along fault lines, or edges of tectonic plates, they often happen in the same places. The west coast of North and South America and East Asia sit on the edges of tectonic plates. Therefore, places like Japan, Indonesia, Chile, and California experience a lot of earthquakes. Here are some of the deadliest and most famous earthquakes in history:

Location	**Year**	**Magnitude**	**Deaths**
San Francisco, California, USA	1906	7.9	3,000
Chile	1960	9.6	1,000-7,000
Near Sumatra, Indian Ocean	2004	9.3	227,938
Haiti, Caribbean Sea	2010	7.0	300,000
Tohoku, Japan	2011	9.1	15,938

- Discuss the following with your friends.

- What kinds of damage do earthquakes cause?
- Some earthquakes are not as powerful as others, and yet more people die in them. For example, the 2010 7.0 Haiti earthquake killed more than 300,000 people, while the 2011 9.1 earthquake in Japan only killed around 15,000. What might be the reasons for this?
- Why might it take years for a region to recover from an earthquake?

Indonesia, 2018

Present Perfect Continuous Tense

The present perfect continuous tense talks about an unspecified time between before now and now. The speaker is talking about something that started but maybe did not finish in that period of time. The process may be going on, or may have just finished.

It is made up of two parts: the present perfect tense of the verb "to be", and the present participle of the main verb.

Form:

Subject + has/have been + Verb 1 + -ing (present participle) + Complement

The present perfect continuous is used for actions that started in the past and continue until now:

- The ground **has been shaking** for fifteen seconds (and is still shaking now).
- Rescue workers **have been working** since Tuesday to save the trapped people (and they are still working).

It is also used for actions that have just finished, but we are interested in the results.

- It**'s been raining** (and the streets are still wet).
- Someone**'s been eating** my french fries (half of them are gone).

Negative Form:

Subject + has not/have not been + Verb 1 + -ing + Complement

- I **haven't been living** in Shaddadi for a very long time.
- Ruken is sick, so she **hasn't been running** this week.

Interrogative Form:

1. Has/have + subject + been + Verb 1 + -ing + complement?
2. Question word + has/have + subject + been + Verb 1 + -ing + complement?

- **Has** she **been doing** her homework every day?
- What **have** you **been watching** on television after school?

- Write the present perfect continuous form of the verb.

1. You ____ (eat) a lot recently.
2. Harun _____ (sleep) for eight hours.
3. I ___ (lose) my keys a lot lately.
4. My ankle ____ (hurt) since I twisted it last week.
5. Ivan ____ (lie) to me about doing his homework.

- Make the sentences into negatives.

1. My boss has been paying me enough money.
2. The plants have been growing well since the rain stopped.
3. It has been snowing all winter.

- Make the sentences into questions.

1. She has been teaching at the university for a long time.
2. They have been thinking about moving to Damascus.
3. Ronak has been swimming in the lake.

- Write the present perfect continuous form of the verbs.

I am reporting live from the scene of the destructive earthquake in Haiti.

The city hospital collapsed two days ago, and rescue workers _______ (search) the building since then. Many trapped people _____ (cry) out for help, but workers cannot lift the heavy concrete to find them. To make the situation worse, it _____ (rain) nonstop since the earthquake. After a gas pipe in the center of the city broke, a fire started. It ________ (burn) nonstop since then. In many places, people ______ (not/eat) enough food and _______ (not/find) any medicine. The earthquake has done a lot of damage, and the people of the city _____ (survive) with few resources. Everyone within one hundred kilometers of the city _______ (feel) the effects.

The people are still on high alert. Scientists _____ (say) that it is possible that another earthquake will happen in the coming days.

UNIT 5

A Great Teacher

Vocabulary List

flexible (adj): ready and able to change to adapt to new and different situations

resourceful (adj): having the ability to find quick and clever ways to overcome difficulties

enthusiastic (adj): having or showing eager enjoyment, interest, or approval

imaginative (adj): having creativity or a good imagination

intuition (n): the ability to understand something without consciously thinking about it

patience (n): the ability to accept delay, problems, or difficulty without becoming annoyed

cooperation (n): the process of working together to achieve the same goals

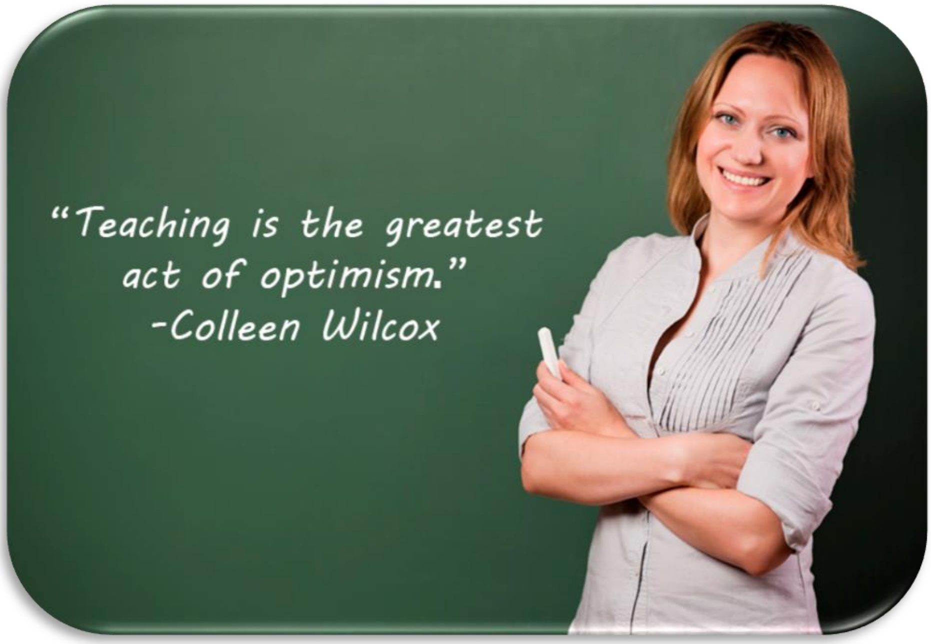
A good teacher should have 3 essential qualities: knowledge, professional skills and a good personality. A good teacher is someone who teaches not only with the mind, but with the heart.

There is a saying, "Give a man a fish and he will eat for a day, but teach a man to fish and he eats for a lifetime." This must be the philosophy of a good teacher. A good teacher is patient and kind, **flexible** and **resourceful**, tolerant and open-minded with a good sense of humor. Good teachers are **enthusiastic** and enjoy teaching. They should also be honest, **imaginative** and creative, and help their students live a better life.

A good teacher has a lot of **intuition**, **patience** and intelligence; these qualities allow teachers to understand their students' psychology. Good teachers make themselves available to all students, and they know which students need extra help. They also encourage **cooperation** and set an example for their students.

Good teachers can learn from their students just as well as they can learn with them. Teachers should be loving and know the children personally in order to help them with their problems. They should be organized, arriving on time to start a lesson and ending lessons on time.

Finally, good teachers express their points of view clearly, understand their students' problems, and are ready to help at any time. They know what is right and what is wrong. A teacher who is very hardworking and friendly can brighten a student's future and be a symbol of kindness and love.



Past Perfect Continuous Tense

The past perfect continuous tense is similar to the present perfect continuous, but talks about a time before now. As with the present continuous tense, we are more interested in the action itself than the result. It is also used in reported speech, or telling someone about something that happened.

Form:

Subject + had been + Verb 1 + -ing + complement

Examples:

- She **had been thinking** of buying a house when she saw one for sale in the newspaper.
- We **had been trying** to open the door for ten minutes when George arrived with his key.

Negative Form:

Subject + had not been + Verb 1 + -ing + complement

- She told me she **had not been buying** meat at the store, only vegetables.

Interrogative Form:

1. Had + Subject + been + Verb 1 + -ing + complement?
2. Question word + had + subject + been + Verb 1 + -ing+ complement?

- **Had** she **been standing** outside for a long time?
- With whom **had** she **been speaking**?

- Write the past perfect continuous form of the verb.

1. When we met, you ____ (work) there for three months.
2. He was sweating because he ____ (run).
3. I fell asleep at my desk because I ____ (study) all night.
4. Greg ____ (teach) the students biology.
5. We ___ (go) to the cinema every week.
6. The children were wet because they _____ (play) football in the rain.

- Make the sentences into negatives.

1. She had been paying attention to the lessons.
2. I had been walking to school every day.

- Make the sentences into questions.

1. She had been going to parties often.
2. They had been riding bikes in the park.

- Write a paragraph about your favorite teacher in your school. What makes him or her a good teacher?

UNIT 6

Immigration

Vocabulary List

immigrate (v): to come to live permanently in a foreign country

immigrant (n): someone who immigrates

genocide (n): the deliberate killing of large numbers of an ethnic or religious group

persecution (n): ill-treatment because of one's race, political or religious beliefs; oppression

assimilate (v): to integrate or join into another society or culture

dictatorship (n): a government where one person (a dictator) has total power over a country; usually this power was gained by force and violence

deport (v): to expel a foreigner from a country

Immigration is the movement of people from their home country to a new country. People **immigrate** for many reasons - some of which include wanting to be with their families, fleeing from natural disasters, or wanting an adventure or something new.

The new country experiences both advantages and challenges as a result of immigration. Sometimes, the rate of immigration is very high. The higher population numbers can put strain on public services in the new country. When immigrants move to a new country, they face many challenges, including finding employment and housing, as well as new laws, new customs, and possibly a new language. It can be difficult for a new country to **assimilate** immigrants into society and help them.

However, immigration can have positive effects on the new country. Immigrants help create a strong and diverse society in the new country and build cross-cultural understanding. They benefit their new country economically by increasing production and paying taxes. While many immigrants take on unskilled jobs in factories or on farms, immigrants also frequently become skilled professionals such as scientists, doctors, computer programmers, and engineers.

Immigration also affects the immigrant's home country. Immigrants usually move to another country for a better life. Some of them move because they are not paid enough in their home country or cannot find work. Others move because they want a better education. A home country must find out why citizens are moving. In the long run, large amounts of immigration will weaken the home country by decreasing the population and the level of production.

Citizens of a country may leave because of non-economic reasons such as religious **persecution**, **genocide**, war, or to escape the government (for example, a **dictatorship**). In these cases, it is common for the citizens to return to the home country once the threat no longer exists. While a citizen is living in another country, if they receive an education and learn new skills, their individual success can benefit the home country. They can use their new skills to improve conditions at home.

Kelsey: Welcome to the class, Badam. Are you from Canada?

Badam: No. I live here now, but I was not born here. My family are immigrants.

Kelsey: I heard that immigrants cause a lot of crime.

Badam: That's not true. Immigrants are much less likely to be involved in crime – if they commit a crime, they may be **deported**. In fact, immigrants are more likely to be the victim of a crime than to commit a crime. Many people do not like immigrants because they look, act, or speak differently than other Canadians.

Kelsey: My dad said that immigrants can be lazy. They don't want to make an effort to integrate into Canadian society.

Badam: It's true that I still love my home country, and my family continues to practice cultural traditions from back home. We eat our traditional foods and speak our language at home. But we all worked very hard to learn English, make Canadian friends, and contribute to our community.

Kelsey: If you love your country, why did you leave?

Badam: There is no high school in my village and there is a lot of poverty in our country. My family did not want me to be without school, so they decided to come here so I could continue my studies. But one day, I want to return home. My dream is to become a teacher and open a high school in my village.

- Discuss the following with your friends.

- Why do people immigrate to other countries?

- Do you think that immigration brings more advantages or disadvantages to a country? What are these advantages and disadvantages?

- Do you think immigrants are treated well in their new country?

- Should immigrants be required to learn the language of their new country?

Direct and Indirect Speech

Direct and indirect speech can be confusing for those learning English.

You can answer the question "What did he say?" in two ways:

- by repeating the words spoken (direct speech)
- by reporting the words spoken (indirect speech)

Direct Speech

Direct speech repeats the exact words that were said. When we use direct speech in writing, we place the spoken words between quotation marks, and we do not change the words at all.

Indirect Speech

Indirect speech is usually used to talk about the past. Because of this, we change the tense of the words that were spoken. We use verbs like **say, tell,** and **ask,** and we may use the relative adverb **that** to introduce the words.

Direct Speech	Indirect Speech
He said, "I immigrated to Australia in 1992."	He said he immigrated to Australia in 1992.
"It was very hard for me to adjust to my new country at first", he said.	He said that it was very hard for him to adjust to his new country at first.

We use the verb **say** when there is no indirect object.

- He **said** that it was difficult for him to learn English.

Always use the verb **tell** when you are talking about the person being spoken to (an indirect object).

- He **told me** that he came to Germany in order to study medicine.

For indirect speech with yes or no questions, we use the verb **ask** with a clause beginning with **whether** or **if.**

Direct Speech	Indirect Speech
"Do you speak English?" he asked.	He asked me if I spoke English.
She asked me, "Are you British or American?"	She asked whether I was British or American.

For indirect speech with question words (what, why, etc.) we use the verb **ask** with a **question word** and **relative clause.**

Direct Speech	Indirect Speech
"Where are you from?" Kelsey asked Badam.	Kelsey asked Badam where he was from.
"Why did you come here?" she asked him.	She asked him why he came here.

- Rewrite the sentences as indirect speech.

1. My dad said, "immigrants are lazy."
2. "Are you from Canada?" Kelsey asked Badam.
3. "I miss my home sometimes," Hussein said.
4. Reem said, "It took me six months to learn English."
5. "Why are you late?" the teacher asked Nizar.
6. "I came to England to study at university," Chang told his professor.
7. "Do you have a pencil?" my friend asked me.
8. "You don't have to go to school if you are sick," my mother told me.
9. "Do you want french fries or a salad?" the waiter asked us.
10. "When does the film start?" she asked.

- Choose the correct words for the sentence in indirect speech.

1. I _____ that I could not come to her party.

    a. told b. said c. asked

2. She _____ me that I could not come to her party.

    a. told b. said c. asked

3. You _____ me the same question yesterday.

    a. told b. said c. asked

4. He said that he _____ the match.

    a. won b. win c. wins

5. He asked me where ______ going.

    a. was I b. I was c. I am

6. She asked them to wait until she _____.

    a. returns b. returned c. will return

7. My teacher said that I _____ the exam.

    a. pass b. passes c. passed

8. She told me that she ____ onions on her sandwich.

    a. will not want b. didn't want c. had not wanted

UNIT 7

Respecting Your Elders

Vocabulary List

frail (adj): weak and delicate

daughter-in-law (n): the wife of someone's child

nuisance (n): a person, thing, or situation that is annoying or that causes problems

elderly (adj): used to describe an old person

immoral (adj): morally bad or wrong, against morality

generation (n): all of the people born and living at the same time; age group

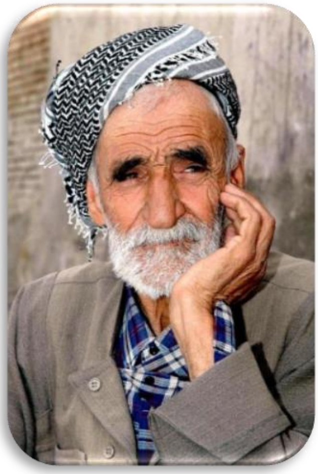
assistance (n): the action of helping someone by sharing work

disability (n): a physical or mental condition that limits a person's movements, senses or activities

courteous (adj): polite, respectful

Once upon a time, there was a grandfather, mother, father, and a son who lived in a beautiful house. The grandfather loved his grandson very much, and the grandson loved his grandfather too. As he grew older, the grandfather became ill and **frail**. His son and **daughter-in-law** began to see him as a **nuisance.**

"You should send him to live with your brother." the daughter-in-law suggested. "It is too difficult for us to care for him."



"How can I take him to my brother's house?" the son asked. "He cannot walk. He is too weak."

"Carry him in our large basket. Tell him you are taking him to visit your brother, and leave him there." she replied. They did not know that their son was listening to their conversation. The following day, the son approached his **elderly** father. "Dad," he said, "come with me. We are going on a trip to visit my brother."

"Since I can't walk, how can I go on this trip?" the old man asked.

"Don't worry Dad, I will carry you safely in our big basket." his son said.

The grandfather was very happy and thanked his son for deciding to take him on a trip. As he stepped outside to leave, he waved goodbye to his grandson and daughter-in-law.

Suddenly, the grandson came running up to his father. "Don't forget to bring the basket back, ok Dad?" he said to him.

The father looked puzzled. "Why?" he asked.

"Because when you get old, I will need the same

basket to take you to my uncle's house." he replied. The father was shocked and saddened. He looked at his wife, who also lowered her head in shame. Both of them realized how wrong and **immoral** it was to send the grandfather away. They changed their minds, and decided to look after the grandfather for the rest of his days.

Remember: the elders in our life raised us and took care of us, and deserve the same love and patience that they showed us growing up. If we do not respect our elders, our children will not respect us when we are old.

Interacting with older people is something very special. Older people have a lot of wisdom and knowledge to share with younger **generations**, and we should always treat them with respect. Some elderly people may be more traditional, and prefer that you call them Mr. (Mister) or Mrs. (Misses). Ask them what name they prefer, and use sir or ma'am when speaking to them.

Older people may sometimes need help with simple tasks. Providing even the smallest **assistance** can make their day a little easier. When you're on public transportation - such as the subway, train, or bus - offer your seat to an elderly person, who might need to rest more than you. Some older people have a **disability**, which means it can take them longer to do even the simplest of tasks.

Be **courteous** by showing some patience when you encounter them instead of trying to hurry them along. If an elderly person is slow to get off the bus, subway, or elevator, or just walking down the street, don't rush them. Let them take their time, so they are comfortable and don't injure themselves. If you are unsure whether an older person has vision or hearing problems, just ask.

Older people can often feel isolated because they aren't working, and it's not always easy for them to go out. Take time out of your day to visit older people in your life as often as you can, so they know that they're still important to you. When you visit, or call the older people in your life, make sure to ask about their favorite activities. Do their favorite activities with them. This is a great way to show them just how interested you are in what's important to them.

- Discuss the following with your friends.

- Many countries are facing the problem of an "aging population", which means there will soon be more old people than young people. What problems will this cause? What can be done to prepare for them?

- Some people say that youth is not about your age, but about your state of mind. Do you agree?

- Write a paragraph about an elderly person in your life. It could be your grandmother, grandfather, or a family friend. What makes them special? What have they told you about their lives growing up?

Prefixes and Suffixes

Prefixes and suffixes are sets of letters added to the beginning or end of a word. They are not words by themselves, but are added to words to change their meanings. If you learn some common prefixes and suffixes, you can often figure out the meaning of new words by yourself.

Prefixes

A prefix is a group of letters placed at the beginning of a word.

Prefix	Meaning	Examples
anti-	against, opposing	**anti**biotic
dis-	not, opposite, reverse, away	**dis**agree **dis**appear
ex-	out of, without, former	**ex**-president **ex**-husband
il-	not	**il**legal
im-	not, without	**im**possible
in-	not, without	**in**visible **in**active
mis-	bad, wrong	**mis**place **mis**treat
non-	not	**non**sense
pre-	before	**pre**fix **pre**history
re-	to do again	**re**do
un-	against, not, opposite	**un**finished **un**known
under-	below	**under**ground

Suffixes

A suffix is a group of letters placed at the end of a word.

Suffix	Meaning	Examples
-dom	state of being	free**dom** wis**dom**
-er -or	person or thing that does an action	teach**er** invent**or**
-ish	having the quality of	book**ish**
-less	without	home**less** meaning**less**
-ful	notable for, full of	hope**ful** play**ful**
-ical	having the character of	econom**ical** mus**ical**
-ship	position held	friend**ship** relation**ship**
-ness	a state or condition	kind**ness** wilder**ness**
-y	full of, a condition	mess**y** victor**y**

- Choose the correct prefix or suffix.

1. Rengin never forgets anything. She always remembers what she has to do. But Avdar can't remember anything! He is very forget____.
   a. able b. ful c. less

2. I just can't believe that story! It is ____believable!
   a. un b. pre c. anti

3. That statement is not true. It is ___correct.
   a. ex b. in c. dis

4. Mary has no children. She is child_____.
   a. dom b. ship c. less

5. He was a soldier before, but he is not anymore. He is an _____-soldier.
   a. il b. ex c. non

6. Lucas is not mature. He is always acting like a child. He is child_____.
   a. less b. ish c. ness

- Choose the correct word.

1. Not happy

   a. unhappy   b. rehappy   c. prehappy

2. Without hope

   a. hopeful   b. unhope   c. hopeless

3. Not tidy

   a. tidyness   b. untidy   c. ex-tidy

4. To paint again

   a. paintness   b. unpaint   c. repaint

5. To not like

   a. nonlike   b. dislike   c. likeful

6. To build again

   a. prebuild   b. builder   c. rebuild

7. The state of being sad

   a. sadness   b. sadless   c. sadship

8. The class before first grade

   a. disschool   b. misschool   c. preschool

- Match the word with its meaning. Write the word and its meaning in your notebook.

Prefixes

Meaning	Word
to play again	untied
below age	reheat
not honest	rewrite
to heat again	dishonest
not tied	underwater
to print incorrectly	replay
below the water	underage
to write again	misprint

Suffixes

Meaning	Word
without fear	joyful
with care, full of care	worthless
without worth	worker
someone who sings	careful
full of joy	reader
someone who reads	selfless
not selfish; doesn't think about oneself	fearless
someone who works	singer

UNIT 8

Water

Vocabulary List

canal (n): a man-made waterway that allows boats and ships to pass, or allows water to travel for irrigation

irrigation (n): the supply of water to land to help crops grow

coal (n): a black rock found underground used as fuel

power plant (n): a place that provides electricity

dehydration (n): a harmful shortage of the amount of water in the body

Water is the source of life. It's a basic need for all living creatures. Nothing can live without water. Water covers 71% of our earth. Without water, there would be no life on earth.

We use water in our houses for cooking, bathing and washing dishes. Water is used to grow food. In many dry areas, farmers must bring water to the fields through **canals** and **irrigation** systems.

Many countries around the world use water to produce energy. Some power stations burn **coal**, which turns water into steam. Countries with many mountains and rivers use the power of water to produce electricity. Water is used to cool **power plants** that create energy. Life without water can wipe out plants. Plants need water to live and produce the oxygen we breathe.

The lack of water also causes the human body to be dry, which is another danger that can be caused by the lack of water. All in all, living without water is unimaginable. A lack of water will change life for the worse. It is impossible for plants, animals, and humans to live without water.

The human body is made up largely of water. Up to 75% of our body is water. Chemical reactions in our body would not be possible without water. It also needs water to help carry away the substances that we do not need anymore. Water regulates our body temperature so that it always stays the same. Although we can live without food for a few weeks, without water we would die of **dehydration** within days.

A normal human needs about 2 to 3 liters of water a day to survive. If we do not use water carefully and think about ways of saving water, there may be no water left for our future generations. We should save water and tell others to do so, because a drop of water is worth more than gold to a thirsty person. If we save water now, it will save us later.

- Write "true" or "false" for the following statements. If it is false, correct the statement.

1. All creatures need water to live.
2. Very few countries in the world use water to produce energy.
3. Water is used to cool power plants that produce electricity.
4. Plants use water to produce hydrogen.
5. Chemical reactions in our bodies are possible without water.
6. A person who doesn't drink water would die within days.
7. The human body is only 30% water.
8. It doesn't matter if we save water – there will always be water left for future generations.

- Discuss the following with your friends.

- How much water should we drink every day?
- How can we save water?

- Write a paragraph about the biggest river in your country. What benefits does this river give to the people?

Conditional Sentences

Conditional sentences are used to talk about what could happen, what might have happened, and what we wish would happen. It is usually used to talk about cause and effect, or reason and result. Most conditional sentences contain the word **if.** There are five main ways of making conditional sentences, but all of them are made up of two clauses: the **if clause,** and the **main clause.**

Zero Type

We use the zero type conditional to talk about **now** or **always**, and when the situation is **real** or **possible**. It is used to talk about general truths or facts. In zero conditional sentences, you can replace **if** with **when**, because you are stating facts.

If + simple present / simple present

If Clause	Main Clause
If this thing happens,	that thing happens.
If you touch fire,	you burn your hand.
When it rains	the ground gets wet.

The zero conditional is often used to give instructions:

- If you want to come, meet me at five o'clock.
- When you see Aboud, tell him to call me.

In all conditional sentences, the clauses can be switched:

- The ground gets wet if it rains.
- You burn your hand if you touch fire.

Type 1

We use the type 1 conditional to talk about **the present** or **the future**, and when the situation is **real**. It is used to talk about a possible situation and a likely result. The if clause is often negative and used to give warnings.

If + simple present / simple future

If Clause	Main Clause
If this thing happens,	that thing will happen.
If she is late again,	I will be mad.
If you don't hurry,	you will miss the bus.

The type 1 conditional often uses other modal verbs (might, should, etc.) in the main clause:

- If you drop that plate, it might break.
- If he invites you to the party, you should go.

Type 2

We use the type 2 conditional to talk about **now** or **any time**, and when the situation is **not real**. It is not based on facts. It is used to refer to an unreal situation and a probable result.

If + simple past / would + simple present

If + simple past / would + present continuous

If Clause	Main Clause
If this thing happened,	that thing would happen. that thing would be happening.
If I spoke English,	I would be working in America. (but I don't speak English, so I am not working in America)
If you went to the store yesterday,	we would have enough food to cook dinner. (but you didn't go to the store, so we don't have enough food)

Note: In conditional sentences, it is correct and common to use "If I were" instead of "If I was".

If I were taller, I would be a basketball player.

- Write the correct form of the verb.

Zero Conditional

1. If you _____ (go) to the mall with your friends, _____ (come) home before nine o'clock.
2. Water ______ (boil) if the temperature ______ (reach) one hundred degrees.
3. If you _____ (mix) red and blue, you ___ (get) purple.

Type 1 Conditional

1. If I _____ (have) enough money, I _____ (buy) those shoes.
2. If you _____ (not/turn) off the tap, the water _____ (run) out.
3. If you _____ (not/dress) warmly, you ______ (catch) a cold.

Type 2 Conditional

1. If they ______ (practice) more, they ______ (win) the match.
2. If you _____ (not/turn) off the tap, the water _____ (run) out.
3. If she _____ (fall), she ______ (hurt) herself.

- Complete the conditional sentence. Write the main clause.

1. If you study for the exam, _________.

2. If you heat ice, ____________.

3. If he went to bed earlier, _________.

4. If you don't give plants water, _______.

5. If she finishes her homework, _________.

6. If the weather was sunny, _________.

7. If you don't understand the question, _____.

8. If you are hungry, ___________.

UNIT 9

Motherhood

Vocabulary List

dependent (adj): requiring someone else's help or support

cruel (adj): causing pain or suffering to others on purpose and not caring about it

cradle (n): a baby's bed

clan (n): a close group of related families, smaller than a tribe

utmost (adj): the most; greatest

admiration (n): respect and approval

breadwinner (n): one who makes money and provides for his /her family

embody (v): to express or give a concrete form to

communal (adj): shared by all members of a community

Children usually grow up in the care of their mothers. We should remember that the greatest people in the world all began as helpless babies. Had it not been for the fond care of their mothers, they would never have grown up to achieve what they achieved. Babies are **dependent** on their mothers for everything.

A child learns many things from its mother. The mother's influence on her child during its early life plays a vital role. The mother raises the child into adulthood, whether that adult is hardworking or lazy, careful or careless, kind or **cruel**. It is the mother who raises and trains the next generation.

There is a saying, "the hand that rocks the **cradle** rules the world." Everyone has a mother, and the care and personality of the mother determines what kind of person the child will be later in life. Whatever the mother teaches her child leaves a mark in the heart and mind of the child.

In prehistoric times, motherhood was seen as the single most important role a human being could play. Mothers were the most powerful members of their **clans**. They made decisions and were leaders in their communities. They were treated with the **utmost** respect and **admiration**. Sadly, today, much of society has forgotten just how important motherhood is. Many of us take mothers for granted and do not realize how special they are.

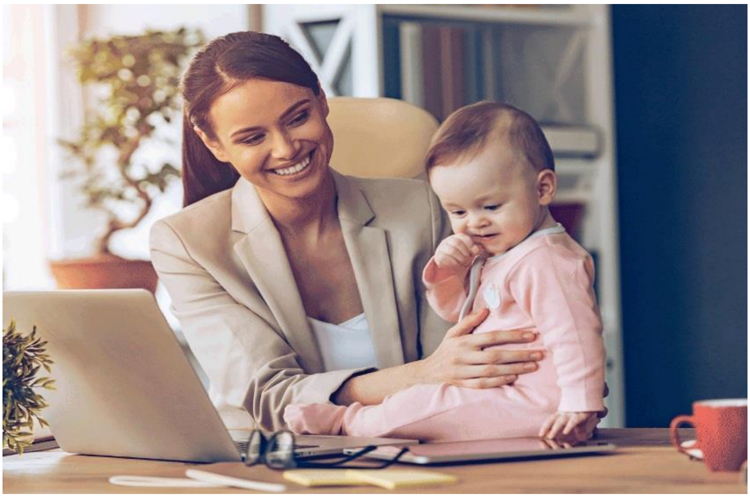
Mothers are not just women who give birth to a child. They have hundreds of jobs. They are mothers, **breadwinners**, caretakers, cooks, cleaners, protectors, and most of all, teachers. The first teacher that everyone meets is their own mother. For years before they go to school, children learn from watching their mothers.

Motherhood also extends beyond a mother's own child. In our region in particular, many mothers see all young people as their children. It is not uncommon for mothers here to call their children's friends or neighborhood children "my son" or "my daughter". In this way, mothers **embody** a natural and **communal** life that has existed for thousands of years.

- Discuss the following with your friends.

- Should a good mother give up her job to stay at home with her children? Is it OK for a mother to work while she raises her children?
- Do you think it is OK for a father to stay at home with the children and have the mother work instead?

- Write a paragraph about your mother.



Type 3

We use the type 3 conditional to talk about **the past**, and when the situation is **the opposite of reality** or **not true**. The facts they are based on is the opposite of what is said.

If + past perfect / would + present perfect

If + past perfect / would + present perfect continuous

If Clause	Main Clause
If this thing had happened,	that thing would have happened. that thing would have been happening.
If I had worked harder,	I would have passed the exam.
If he had given me a ball,	I would have been playing football.

Both **would** and **had** can be contracted to **'d**. There are 2 rules:
1. ***would* never appears in the if-clause.** If **'d** appears in the if clause, it must be a contraction of **had.**
2. **Had** never appears before **have** so if **'d** appears on a pronoun just before **have,** it must be abbreviating **would.**

If **I had** known you were in the hospital, **I would** have visited you.	If **I'd** known you were in the hospital, **I'd** have visited you.

Sometimes we use other modal verbs in the type 3 conditional.

- If he had called you, **you might** have gone.

Mixed Type

We use the mixed type conditional to talk about **the past**, and when the situation **continues to the present**. The facts they are based on is the opposite of what is said. It is used to talk about an unreal past condition and probable result.

If + past perfect or simple past / would + simple present

If + past perfect or simple past / would + present perfect

If Clause	Main Clause
If this thing had happened,	that thing would happen.
If I had studied harder in school,	I would have a better job.
If we had followed directions,	we would not be lost.
If you weren't afraid of spiders,	you would have picked it up and put it outside.

Mixed conditional sentences are used to talk about something that is not true in both the past and present tense. It implies that if the first clause were true, then the second clause would also be true.

- I would be rich if I had taken that job (but I didn't take the job, so I am not rich).
- If we didn't trust him, we would have fired him months ago (but we do trust him, so we didn't fire him).

- In your notebook, write the correct form of the verb.

Type 3 Conditional

1. If you ____ (speak) louder, he ____ (hear) you.
2. Matthew ____ (arrive) on time if he ____ (leave) on time.
3. If I ____ (look) outside, I ____ (see) you.
4. If my family ____ (know) you were coming, we _____ (cook) you a nice meal.
5. If she _____ (ask) the same question one more time, I _______ (lose) my patience.

Mixed Conditional

1. If she _____ (not/be) so tired, she _____ (go) to the party.
2. If you ____ (listen) to my advice, we _____ (find) the right hotel.
3. If I _____ (be) a millionaire, I _____ (buy) everyone in my city a new car.

- Match the clauses to form a complete sentence. Write the sentence in your notebook.

If I had a lot of money,	she would buy a house.
If I finish my homework early,	if you can wake up early enough.
If Emily had driven carefully,	if they can find their tents.
Her mother would not be so lonely	you should bring an umbrella.
If she had taken her medicine,	I would help the poor.
She would be at the top of her class	if she visited her more often.
If Zeyneb had a job,	she would not still be sick.
We will go fishing	she would not have had an accident.
If you don't want to get wet,	if she studied harder.
They will go camping	I will go to the football match.

UNIT 10

A Good Listener

Vocabulary List

syntax (n): the order of words in a sentence

rhythm (n): a repeated pattern of movement or sound; the flow of words in a sentence

genuine (adj): something true or authentic

empathy (n): the ability to share and understand someone else's feelings

prematurely (adv): too early, ahead of time

demonstrate (v): to show the existence or truth of something by giving proof or evidence

Listening plays a vital role in learning languages. It helps the language learner with pronunciation, vocabulary, and **syntax**. The sound, **rhythm**, and stress of the language can only be learned through listening.

Being a good listener is one of the most important skills you can master if you want to build meaningful relationships. When you really listen, you show your interest in what is being said, and you show your respect for the individual saying it. Listening is a magnetic force that draws people to us.

Being a good listener can help you see the world through the eyes of others. It expands your understanding and **empathy**. It also increases your contact with the outside world by helping you improve your communication skills. Good listening skills can provide you with a deeper level of understanding about someone's situation. You should always listen with an open mind.

Remember that you have two ears and one mouth for a reason. This means that you should be listening more than you are talking. The first step in being a good listener is to make eye contact with people while they are talking. Good eye contact shows **genuine** interest in the person and the conversation. Don't stare at your phone or other device while someone is talking to you.

When you are listening, don’t open your mouth. If you are speaking, you are not listening. Wait two seconds after the person finishes speaking to make sure he has finished his thought. If you start talking at the same time someone else is trying to finish his thought, stop and say, “I’m sorry, please continue” and let him finish before responding. Even if what you have to say is important, show him your respect by letting him finish.

Care about what’s being said. Don’t change the subject unless the discussion is finished. If you change the subject of a discussion **prematurely**, you **demonstrate** a lack of interest in the discussion and show that what you have to say is more important. When you ask people questions during a conversation, you show a genuine interest in the topic.

- Discuss the following with your friends.

- What is your role in a conversation? Do you usually listen more or talk more?
- What are some good and bad habits you have in conversations?
- What makes it easy to talk someone? What makes a conversation good?

Future Continuous Tense

The future continuous tense is used to talk about an unfinished event that will still continue until a time **later than now.**

Form:

Subject + will be + Verb 1 + -ing (present participle)

The future continuous tense is used to project ourselves into the future; that is, it is used to talk about what we may be doing later:

- By next Saturday, I **will be sitting** on the beach enjoying the sun.

It is used to predict or guess future events:

- I think he **will be coming** to the meeting.

It is used to refer to continuous events that will be happening in the future:

- Argesh **will be staying** with his uncle next week.

When it is used with the word **still**, the future continuous tense is used to talk about events that are happening now and will continue into the future:

- In an hour, I **will** still **be doing** my homework.

Negative Form:

Subject + will not be + Verb 1 + -ing (present participle)

Interrogative Forms:

Will + subject + be + Verb 1 + -ing (present participle) + ?

Question word + will + subject + be + Verb 1 + -ing (present participle) + ?

In the interrogative form, it is used to ask politely about the future:

- **Will** you **be eating** dinner with us tonight?

- When **will** Sophie **be coming** to the theater?

- Write the future continuous tense form of the verb.

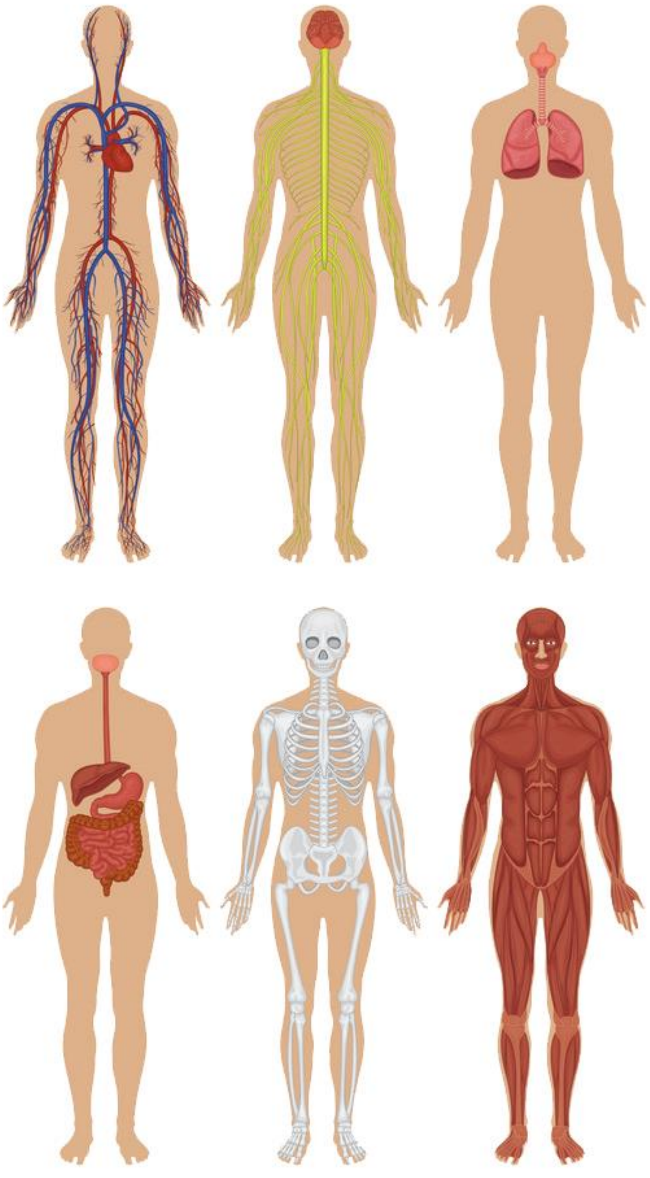
1. In two hours, the train ____ (stop) in New York.
2. The weatherman said that it ____ (rain) on Friday.
3. My mother is sick. She ____ (sleep) late tomorrow.
4. Karen ____ (wait) for you at the bus stop.
5. I am very interested in the seminar on Wednesday. I ____ (listen) very closely.
6. She was accepted to the university and ____ (study) engineering there.
7. Baz ___ (travel) to Morocco next month.
8. The football team ____ (play) a match in Germany.

- Using the subject and verb in parentheses, make questions out of the sentences.

1. Where ______ (they/sleep) tonight?
2. What ______ (you/do) tomorrow morning?
3. _______ (Jasim/come) to the meeting?
4. Which dress _______ (she/wear) to the dinner party?
5. _______ (Roza/work) on Wednesday evening?
6. _______ (students/use) the room in five minutes?
7. _______ (Hejar/sing) at the festival?
8. When ______ (the family/move) to Raqqa?
9. Where ______ (the workers/build) the house?
10. ________ (Sara/join) for lunch at the restaurant?

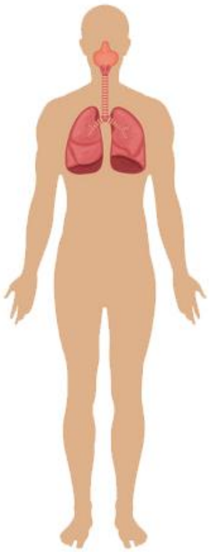
UNIT 11

Body Systems



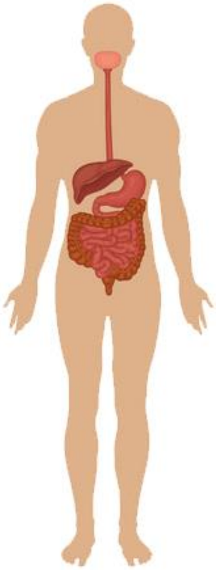
Body Systems

The human body is made up of twelve different systems that keep it working. All of the systems of the body work together like a machine. Today, we will talk about three of those systems: the respiratory system, the digestive system, and the skeletal system.



The **respiratory system** brings oxygen into the human body. The body needs oxygen to live. The main organs used in the respiratory system are the lungs. When you breathe in – or inhale – the lungs fill with air. They take oxygen from the air and bring it to your blood. When you breathe out – or exhale – the lungs take carbon dioxide from your blood and release it into the air.

Your respiratory system is also important for talking. Your throat contains vocal cords, which allow you to speak and make voices.



The **digestive system** turns food into nutrients for the body. The digestive system breaks down food into components the body can use, like sugar, protein, vitamins and minerals. The digestive system starts with the mouth. Food passes from the mouth down the esophagus and to the stomach, where acid breaks down the food. After the stomach, it moves through the intestines and out of the body.

The **skeletal system** protects your body's organs. This system is made up of all the bones in the human body – all 206 of them. The skeletal system allows the body to move around and gives it shape. Tendons attach our bones to our muscles so we can move around, and ligaments attach bones to other bones. Our bones come together at places called joints. A strong and smooth material called cartilage lets joints rub against each other without damaging the bones. Bones contain marrow inside, where red and white blood cells are made.

- Choose the correct answer.

1. **What does the respiratory system bring to the body?**
    a. blood
    b. oxygen
    c. carbon dioxide
2. **Which organ is NOT part of the digestive system?**
    a. stomach
    b. lungs
    c. intestines
3. **What does the skeletal system do?**
    a. fight diseases
    b. bring oxygen to the body
    c. protects the body's organs
4. **What body part attaches bones to muscles?**
    a. tendons
    b. cartilage
    c. ligaments
5. **What is breathing out called?**
    a. exhaling
    b. inhaling
    c. unhaling
6. **How many bones are in the human body?**
    a. 300
    b. 206
    c. 157

Amazing Bodies

The human body can do some amazing things. Here are just a few examples of some of the most interesting humans alive:

The tallest man alive today is a Kurdish farmer named **Sultan Kosen**. He is **251 centimeters** tall!

The shortest woman in the world is an Indian actress named **Jyoti Amge**. Even though she is 25 years old, she is only **63 centimeters** tall.

The fastest man in the world is the Jamaican runner **Usain Bolt**, who ran one hundred meters in only **9.58 seconds.**

The fastest female swimmer in the world is the American **Katie Ledecky.** She has set 14 world records, and once swam **800 meters** in only **8:04.79 !**

Tag Questions

Tag questions are short questions at the end of sentences. They are used to ask for things, favors, or new information, and are usually used in spoken English. There are many different tag questions, but the rules are easy to learn. They use a form of **to be** or a **modal verb.**

- It's cold today, **isn't it?**
- You have football practice today, **don't you?**

If the sentence is negative, the tag is usually positive. Sentences with negative words, like **never,** are considered negative, so the tag is usually positive. If the sentence is positive, then the tag is negative.

- You **didn't** tell him, **did** you?
- He **never** smokes cigarettes, **does** he?
- You **told** him, **didn't** you?

The tag question uses the same verb as the main part of the sentence. If there is an auxiliary verb (**have, be, etc.**) then the tag question repeats this verb.

- This **isn't** working, **is** it?
- They **had** met before, **hadn't** they?

If the main part of the sentence doesn't have an auxiliary verb, then the tag question uses the verb "do".

- Zozan went swimming yesterday, **didn't she?**
- You ate breakfast, **didn't you?**

If the main part of the sentence uses a modal verb (**could, should, will, etc.**), then the tag question also uses the modal verb.

- I should leave, **shouldn't I?**
- He can pick me up from school tomorrow, **can't he?**

Use "aren't I" to mean "am not".

- ~~I am early, amn't I?~~
- I am early, aren't I?

Use **won't** for polite requests.

- You'll wait for me until I arrive, **won't you?**
- Pass me the sugar, **won't you?**

Use pronouns instead of names when talking about people.

- Shana is a good tembur player, **isn't she?**

Use **it** in a tag question that uses the word **this** or **that.**

- This is your pen, **isn't it?**
- That is your brother on TV, **isn't it?**

Use **they** in a tag question that includes the words **these** or **those.**

- Those are your shoes, **aren't they?**

Use **there** in a sentence that includes **there + "to be"**.

- There are a lot of problems in your country, **aren't there?**

Use **didn't** in a sentence that includes the words **used to.**

- You **used to** live in Egypt, **didn't you?**

- Write the correct tag question.

1. There are 206 bones in the human body, _____?

2. Sultan Kosen is the tallest man alive, _______?

3. The stomach is part of the digestive system, _____?

4. Usain Bolt ran 100 meters in less than ten seconds, _______?

5. You didn't study for the biology exam, _________?

6. That is Michael's textbook, ___________?

7. Samer isn't coming to the museum with us, _______?

8. Give me the pen, __________?

9. I am sitting in the right chair, _________?

10. They aren't workers at the factory, ________?

UNIT 12

Disability

Vocabulary List

endure (v): to suffer something patiently

abuse (n): cruel and violent mistreatment of a person or animal

bully (v): to purposefully harm or frighten someone

accessibility (n): able to be reached or entered

wheelchair (n): a chair with wheels that is used by someone who cannot walk

inappropriate (adj): not suitable, not appropriate

aide (n): a person who helps or assists someone else

A disability is a physical or mental condition that makes it difficult for someone to walk, hear, see, speak, learn, think, or do other important things. A disability can be permanent – lasting forever – or it can be temporary, lasting only a short time. A disability can be something someone is born with, or it can be the result of an illness or an accident. It is not that rare – one billion people, or 15% of the world's population, are disabled.

Even in recent history, many people with disabilities have had to **endure** mistreatment. Sometimes their society or their families would lock them away in a room and hide them from the world, or send them away to a different place. Some people view disability as something shameful or something to be hidden away. Sadly, this type of treatment continues until today, even in the most developed countries. People with disabilities often have to suffer severe violence and **abuse** – many times, from the people who are supposed to protect them.

In addition to this, many people with disabilities are **bullied**. People might use unkind words or make fun of them simply because they are different than others. Those who cannot learn, think, or act in the same way as other people may be called stupid or lazy. Oftentimes they cannot find work because no one will hire them.

Accessibility is another problem for people with disabilities. For example, a **wheelchair** user may have trouble entering or getting to the top floors of certain buildings. Some countries have laws that state that all buildings and public places must be accessible to people with disabilities. However, many countries do not have such laws, and in these places, people with disabilities often cannot enjoy the same things that non-disabled people can.

Not all disabilities are visible. Some, like missing arms or legs, or the use of a wheelchair, are obvious. However, you cannot always tell if someone has a disability just by looking at them. Some people have disabilities of vision, a learning or hearing disability, or a brain injury. They may not be able to respond if you call to them or wave to them. They may say or ask things that seem **inappropriate**. It is important to be open-minded and always treat these people with respect.

Never assume that a disabled person needs help. Always ask them first. For example, never push a person's wheelchair without their permission.

Do not leave a person with a disability out of your conversation because you feel uncomfortable. Always make sure they feel welcomed and included.

If you meet someone who cannot speak well, find better ways to communicate with them. For example, ask more "yes" or "no" questions instead of open-ended questions.

Remember – a person is not just their disability! People with disabilities are just like any non-disabled person – they have feelings, hopes, dreams, hobbies, and interests too. Do not treat them as a disability – talk to them about their favorite activities, sports, music, TV programs, etc.

If you are talking to someone with a disability, talk directly to them - not to their friend, family member, or **aide.**

Stand up for people with disabilities. If you see someone bullying or speaking badly about someone with a disability, say something. If your local school, library, or other public facility is not accessible, talk to the person in charge about it. Tell them that they should make their facility accessible for everyone.

- Write "true" or "false" for the following statements. If it is false, correct the statement.

1. A disability can be permanent or temporary.
2. People with disabilities are always treated well by society.
3. If you meet someone who cannot speak well, you shouldn't try to speak to them.
4. You can always tell if someone has a disability just by looking at them.
5. You should never call someone with a disability stupid or crazy.
6. You should always assume that people with disabilities need your help.
7. You should never push someone's wheelchair without asking.
8. You shouldn't say anything if you see someone making fun of someone with a disability.

- Discuss the following with your friends.

- Do you know anyone with a disability?
- How are disabled people treated in your country?
- If you see or meet a disabled person, how should you treat them?

Embedded Questions

An embedded question is a question that is included inside a statement or another question. Native speakers usually use embedded questions to politely ask for information. They also use it to talk about something unknown to the speaker.

Here are some common phrases that introduce embedded questions:

I wonder…	**Can you remember…**
Could you tell me…	**Let's ask…**
Do you know…	**Can I ask you…**
I'd like to know…	**I'm not sure…**

Direct Question	Embedded Question
What time does the train arrive?	Could you tell me what time the train arrives?
Why did she decide to leave?	I'm not sure why she decided to leave.
Where is the supermarket?	Can you remember where the supermarket is?

If the embedded question is part of a statement, use a period instead of a question mark at the end. If the question is in the present or past simple tense, don't use the auxiliary verbs **do, does,** or **did.** Just use the main verb instead.

Direct Question	Embedded Question
Where **did** she **go?**	I wonder where she **went.**

If the embedded question uses an **auxiliary verb** or the verb **to be,** switch the position of the subject and the auxiliary verb.

Direct Question	Embedded Question
What **did he** say?	**Do** you know what **he said**?

Never use contractions at the end of the sentence.

Direct Question	Embedded Question
Where **is she?**	~~I wonder where **she's.**~~ I wonder where **she is.**

If there is no question word in the sentence (that is, if it is a "yes" or "no" question), introduce the embedded question with **whether, whether or not,** or **if.**

Direct Question	Embedded Question
Will he play football with us?	Do you know **if** he will play football with us? Do you know **whether** he will play football with us **or not**? Do you know **whether or not** he will play football with us?

- Make the question into a sentence with an embedded question. Use the introductory phrase in parentheses.

1. Is the boss coming to work today? (I wonder)
2. Is the library accessible? (Can you tell me)
3. Does Zana use a wheelchair? (Do you know)
4. Where is the school? (Let's ask)
5. When does the festival start? (Can I ask you)
6. Why didn't Gulan come camping with us? (I'd like to know)
7. Did she eat breakfast yet? (Do you know)
8. Who is the bus driver? (I wonder)
9. What is your name? (Can I ask you)
10. What does Mom like on her pizza? (Can you remember)

Irregular Verbs

Base form	Past Simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven

freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spoil	spoilt	spoilt
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Lesson Plan Distribution for the Academic Year

The month \ The week	The first week	The second week	The third week	The fourth week
September			Unit 1	Unit 1
October	Unit 2	Unit 2	Unit 3	Unit 3
November	Unit 4	Unit 4	Unit 5	Unit 5
December	Unit 6	Unit 6	Unit 7	Unit 7
January	Unit 7	Evaluation	Holiday	Holiday
February	Unit 8	Unit 8	Unit 9	Unit 9
March	Unit 10	Unit 10	Unit 10	Unit 11
April	Unit 11	Unit 11	Unit 12	Unit 12
May	Unit 12	Evaluation		